

## The Wallace Foundation Next Generation After School System Building Initiative

### Project Overviews (June 2012)

#### Baltimore

Baltimore's goal is to improve the quality of its OST programs and build an OST system that has the capacity to use reliable, timely data to support positive youth outcomes and make outcomes-based investment decisions. It is requesting support for two building blocks. First, with Wallace support, Baltimore will focus on **Reliable Information**. Specifically it will develop an integrated OST data management system in order to improve its capacity to use timely, reliable data to support youth outcomes and inform decisions. This system will provide programs with a portal/dashboard, enabling them to monitor and support positive youth outcomes (such as school attendance and performance) as well as track program quality and staff attainment of core competencies. Second, Baltimore will work on a **Commitment to Quality**. Through partnership development and training, Baltimore will increase its capacity to support program quality and will expand the reach of Youth Program Quality Improvement (YPQI) work beyond its current scale.

#### Denver

The over-arching goal in Denver is to build a comprehensive and collaborative, citywide data-driven system to both improve access to quality OST programs and support and sustain OST programming for Denver's children and youth. The primary focus of Denver's approach to achieving this goal is through support for the **Reliable Information** building block. With support from Wallace it will develop and launch a Community Partnership System (CPS) that will allow a regular inventory of all OST programs, overlaid with DPS student outcome data and community and student demographics to identify gaps in services and drive OST quality as well as system strategy. The second building block that Denver will work on is formalizing a **Coordinating Entity**. The Denver OST Alliance will formally align current stakeholders to provide a singular voice and unified OST strategy and to serve as the driving force behind the use of data to address gaps in services. The third building block that Denver will work on is Commitment to Quality, with plans to deepen program quality through citywide use of a quality improvement system, by expanding the use of the Youth Program Quality Intervention (YPQI).

#### Fort Worth

Fort Worth's over-arching goal is to create a systemic approach for ensuring high quality, accessible year-round opportunities for all of Fort Worth's youth, including those who are living in the city of Fort Worth yet outside of the Fort Worth Independent School District (FWISD) service area or are attending alternative or private schools. The primary focus of Fort Worth's approach to achieving this goal is through support for the **Reliable Information** building block; specifically by conducting geographical mapping, asset tracking, market research, data collection and training in order to improve access to and participation in quality programs. The second building block is **Commitment to Quality**. Fort Worth will develop city wide OST program quality standards, assessment tools, training, and incentives for OST providers in Fort Worth in order to improve program quality across the city. A final building block effort,

Coordinating Entity, will address the establishment, enhancement and/or revitalization of a 501(c)(3) organization with a Board of Directors in order to ensure sustainability of the data and quality efforts.

### **Grand Rapids**

The Expanded Learning Opportunities (ELO) Network of Grand Rapids, under the auspices of Our Community's Children, plans to strengthen its OST system by focusing on three building blocks. First, it aims to focus on **Reliable Information** by establishing a comprehensive data management system for all ELO Network providers to annually report the collective impact of out-of-school time programs on children's outcomes for the general public. This work will further community efforts to align systems towards shared outcomes for children in academic achievement, school attendance, and graduation rates. In addition, the ELO Network will work on a **Commitment to Quality**; specifically, it aims to establish comprehensive staff development training and credentialing procedures, and an annualized process of program assessment and accountability to improve quality. Finally, Grand Rapids will work on **Expanding Participation** in order to improve participation among high school youth.

### **Jacksonville**

The Jacksonville Children's Commission (JCC) proposes a focus on two interrelated building blocks: **Commitment to Quality** (primary focus) and **Reliable Information**. The Commission will begin its work by establishing a set of accountability standards that are based on the Florida Afterschool Network (FAN) standards for quality after-school programs. A second element in improving program quality will be the design and delivery of an on-going professional development program for OST leaders and front-line implementers. In order to measure improvement in program quality and to provide data for program decisions, a system will be developed to collect, share, analyze, and report relevant data. Technical assistance in this area will enable leaders to define collection methods and identify data collection tools for a variety of data such as parent and student needs/satisfaction with OST programs; effectiveness of professional development; improvement in communication and networking across agencies; and clarity of program expectations. A small amount of money is being requested to develop a program locator tool to assist with Expanding Participation.

### **Louisville**

Louisville, Kentucky will use Wallace funds to support the implementation of YouthPrint, a comprehensive plan put forward by the mayor, superintendent of public schools (with 100,000 students) and Metro United Way for creating an out-of-school time (OST) youth development system. It requests funds to support two building blocks: a **Commitment to Quality** and **Expanding Participation** (including some support for **Reliable Information**). Specifically it will improve program quality by: supporting quality standards across OST programs, and helping to develop and implement high quality training and professional development for youth development professionals. Jefferson County Public Schools (JCPS)'s Education Leaders Institute will work with the OST Coordinating Council to extend leadership and curriculum development to OST partners. It will work to expand participation by: creating a strategy and implementation plan for the development of a program directory; using

TraxSolutions to maintain a directory of services and create a system-wide means to collect program results and outcome data; ensuring community input and engagement and better communication; and leveraging and maximizing existing financial resources. This system-wide collection of program results and outcome data will provide accurate information to connect youth to programs that better meet their needs and thereby increasing participation in OST programs.

### **Nashville**

The over-arching goal of the Nashville After Zone Alliance (NAZA) is to create an enduring county-wide OST system, building on its already strong foundation of two after zone sites. In a collaborative partnership with the county school district (Metro Nashville Public Schools, MNPS), NAZA's 3-year strategy seeks Wallace support to focus on three building blocks: **Reliable Information**, a **Commitment to Quality**, and **Expanding Participation**. It plans to build a robust shared data system that will: help demonstrate the benefits of Out-of-School-Time (OST) and program progress; identify students who will benefit the most and facilitate NAZA's connections to them; and, enable the flow of information to drive both logistical and strategic decisions. With this data NAZA will pursue a secondary focus on expanding participation into targeted geographical areas where it can have the greatest student impact. This will necessitate a renewed commitment to program quality to ensure that new programs are of the same caliber as existing ones. Therefore NAZA plans to extend its standardized Weikart Center (High/Scope) and YMCA/Search Institute program quality assessment and improvement processes into the new zones.

### **Philadelphia**

Philadelphia seeks support to intensify its efforts to build systemic and coordinated Out of School Time (OST) services for youth and families throughout Philadelphia. Doing so will encompass a broad range of stakeholders and consumers and will focus on two building blocks. First, it will work on **Reliable Information** by adopting an integrated information system, taking into account the multiple systems currently in existence. It will also fully develop an OST **Coordinating Entity** that organizationally works for Philadelphia and which will provide an impetus for the expansion of quality programs. The aforementioned stakeholders primarily include the City departments which engage in or fund OST activity and for those which contract for services, their nearly 100 contracted service providers, mostly non-profit and community-based organizations. Other stakeholders are the School District, the Archdiocesan school system and charter schools. Our intention, too, is to involve agencies that offer ancillary supports to OST programs and to eventually include large and small community organizations which operate OST independent of City funding, e.g., the YMCA, Boys & Girls Clubs, 4-H Clubs, as well as faith-based organizations and school-age child care facilities. We also desire a future where private and philanthropic funding sources can be considered stakeholders.

### **Saint Paul**

Saint Paul Parks and Recreation, as a partner with Sprockets, Saint Paul's Out-of-School Time Network, seeks Wallace support to strengthen its **Reliable Information** and **Commitment to Quality** building

blocks. A smaller amount of support is requested to **Expand Participation**. The plan to strengthen the reliable information building block includes expanding the number of organizations using the shared data system, connecting to Saint Paul Public Schools to integrate academic data, using information in the data system to provide reliable information on youth outcomes, and integrating program quality assessment data with the youth participation data gathered in the MIS. The three-year quality improvement plan is to provide professional development and partnership opportunities that: establish standard expectations and language about quality among OST program providers; build youth workers' practice expertise; strengthen leadership to foster organizational cultures that support quality youth work practice and OST learning; and connect in-school and OST learning to ensure the greatest impact across the times and places in which young people learn. The plan to expand OST participation is targeted to making improvements to the quality of information available to parents and youth through the current program locator website.